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Welcome!



Thank you...

- 1) for joining Part 2 of our Short Essay Writing Workshop**
- 2) For sending me your essays!**

Session 1 <https://vimeo.com/411666163>

- Personal Opinion/persuasion essay
- Learned the R.A.C.E.S. model

Session 2

- Opinion/persuasion essay that uses the R.A.C.E.S. model and **cites evidence** from one source.
- Checklists to help you write

Session 3

- Opinion/persuasion essay that uses the R.A.C.E.S. model and cites evidence
- Citing from Multiple Sources and using R.A.C.E.S. for long essays and papers; Scoring Essays – what teachers look for



Review – R.A.C.E.S. is the short essay RECIPE you follow

Restate the question  (Topic Sentence)

 **A**nswer the question

- Restate the question/writing prompt and include your answer – 1 – 2 sentences.

 **C**ite evidence or details to support your answer

Explain why the evidence or details support to your answer

- Main Point 1 – 1) Cite piece of information and 2) explain why it is important to your answer (in your own words)
- Main Point 2 – 1) Cite different piece of information and 2) explain why it's important to your answer (in your words)
- Main Point 3 – 1) Cite different piece of information and 2) explain why it's important to your answer (in your words)

Sum it up (Conclusion)

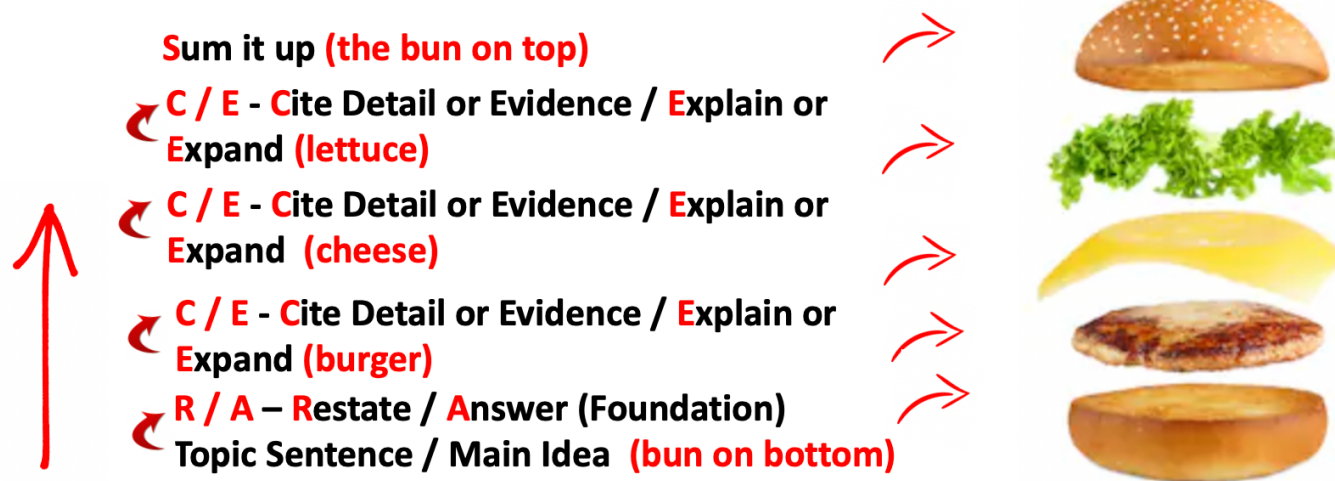
R/A and **S** are almost the same sentence, just slightly different.



Burger R.A.C.E.S.



→ Sum it up
} Cite/Explain x 3
→ Restate/Answer



Writing Prompts From Teacher

- Write about something you would like to do to become a healthier person. Describe the plan you would follow to make that happen.



R/A Topic Sentence

- To become healthier, I would like to eat better than I do today by adding more fruit and vegetables into my diet.



(Middle of Essay)
C/E Goes Here

S Sum It Up

- **In summary**, by adding more fruits and vegetables to my diet, I will be well on my way to becoming a healthier person.

- What is the best advice you ever received and how did it help you?



- When my mother told me, “be yourself, everyone else is taken,” that made me a happier person.



- **In closing**, once my mother told me to “be yourself,” I stopped trying to turn myself into someone I wasn’t just to please others, and that made me a happier person.

TIP: Remember, the **R/A** and the **S** are ALWAYS connected! **R/A** describes the points you’re about to make; **S** synthesizes your points to draw a conclusion. They are the same idea expressed in slightly different words. Your **C/E’s** must support your **R/A** and **S**.

Review – Cite 1 Point / Explain Why It Supports Your Argument (Middle Sentences/Paragraphs)

Topic Sentence (R/A)

- To become healthier, I would like to eat better than I do by adding more fruit and vegetables to my diet.

- If I could be famous for something, I would like to be a well-known Broadway performer because acting, singing and dancing are my passions.

- If I won a million dollars, I would choose to spend the money to help educate children around the world.

Cite 1 Point or Piece of Text

- Fruits contains fiber and all kinds of vitamins. For example, oranges have vitamin C and bananas have potassium.

(Note how each statement across relates to the prior statement – i.e. don't talk about eating lean meat – it's not in your R/A.)

- There is nothing I love doing more than acting, singing and dancing.

- If you are educated, then you have the tools you need to do meaningful work in the world.

Explain Why It Supports Your Argument

- Fiber and vitamins are an important part of a healthy diet. We know that vitamin C from oranges helps to ward off colds. Potassium from bananas is an important mineral that reduces blood pressure.

- They say that if you do what you love, the money will follow. That means that if I pursue acting, dancing and singing, I will be able to make good living.

- If more people could do meaningful work, then the world would be a better place for everyone. I would want to help make that happen.

- **Brainstorm** 1st – you’ll have more ideas than material you can use.
- **Outline** 2nd – Make an outline of what you’ll write the order of each point
- **Write** 3rd!
- **Tip** – Longer essays (over 6 sentences) – **indent** each paragraph; shorter answer essay – just indent the topic sentence.
- **Cite/Explain** – Try to keep EACH middle part of your essay (the C/E) focused on ONE idea (a common mistake I saw was not focusing your points – “padding” your essays).



R.A.C.E.S. – Writing prompt turned into a statement + your answer.

R.A.C.E.S.

To **cite** evidence from the passage (links back to the R/A topic sentence that lays out your answer).

- For example...
- Another example...
- According to the passage...
- According to the text...
- The author describes...
- The author implies...
- The author's words show...
- According to ____, author of ____...
- The text says...
- Early in the text readers learn...
- Later, after..., the text says...
- At the end of the story...
- The reader can infer from (this detail) that...

R.A.C.E.S.

To **explain**/add insight (links back to the point/reason you cite).

- This demonstrates that...
- This means...
- In other words...
- This supports the idea that...
- Because...
- This illustrates...
- This shows that...
- This is important because...
- This connects to...
- This reveals...

R.A.C.E.S.

To **sum** up your answer (link back to your R/A or opening)

- In conclusion...
- Therefore...
- For these reasons...
- In general...
- In summary...
- In closing...
- So as you can see...
- So you can see, when people work together, anything is possible!



Example 1 – Passage That Cites Evidence



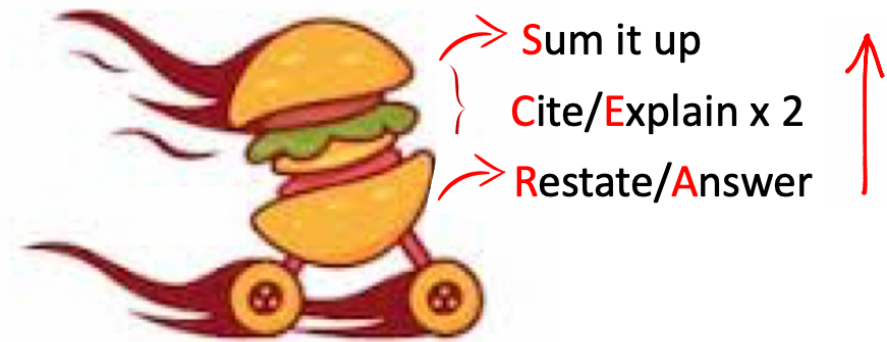
Passage (Your Source):

Little Miss Muffet sat on a tuffet, eating her curds and whey,
Along came a spider who sat down beside her,
and frightened Miss Muffet away.

Writing Prompt:

How did Miss Muffet feel when a spider came along and interrupted her meal? Cite 2 pieces of evidence that support your answer.

R/A Miss Muffet felt afraid when the spider came along and interrupted her meal. **C/E1** According to the passage, Miss Muffet was “frightened” when the spider sat down. The text says that the spider “frightened Miss Muffet away,” so we know she was afraid as she left. **C/E2** In addition, the same sentence says that Miss Muffet literally ran “away” upon seeing the spider. This supports the idea that Miss Muffet was afraid, as she would not have run away otherwise. **S** In conclusion, Miss Muffet felt afraid when the spider came along and interrupted her meal.



Example 2 – Passage That Cites Evidence

The Hare and the Tortoise, by Aesop

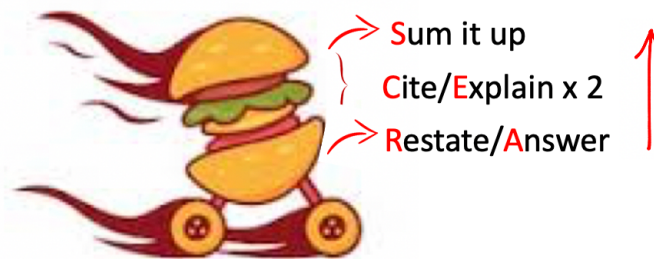


There once was a speedy hare who bragged about how fast he could run. Tired of his boasting, Slow and Steady, the tortoise, challenged him to a race. Hare said, “What a joke! I could dance around you all day.” “Stop boasting until you’ve beaten me, and not before,” Slow and Steady said. The animals in the forest gathered to watch. Hare started running and was far ahead of the tortoise. Hare yelled back, “How does it feel to be such a loser!” Then he ran backwards and yelled more insults at the tortoise. Finally, he stretched out along the road and fell asleep thinking, “I’ve plenty of time to relax.” Slow and Steady walked and walked. He never stopped until he crossed the finish line. The animals that were watching cheered so loudly, they woke Hare up. He stretched and yawned and began to run, but it was too late, Slow and Steady, the tortoise, had already crossed the finish line. The moral: Slow and steady wins the race!

Writing Prompt: Do you think the Hare or the Tortoise is wiser? Give 2 details from the text to support your answer.

R/A I believe the Tortoise is wiser than the Hare because he knows not to brag before you earn it and he understands that plodding along slowly and steadily can win a race. **C/E1** According to the passage, the Tortoise said to the Hare, “Stop boasting until you’ve beaten me, and not before.” This is important because it means he knew that you never know who is going to win a race until it has been run. **C/E2** In addition, the text shows that when the Hare fell asleep, the Tortoise kept moving and did not stop until he won the race. This shows just how wise he is. **S** In closing, the Tortoise’s understanding of these two ideas shows that he is wiser than the Hare.

C/E →
Quote or summarize.
Then Use your own words to explain.



- C/E – Quoted & explained
- C/E – Summarized & explained
- R/A and C connect
- No extra verbiage that isn’t related



Example 3 - Passage That Cites Evidence

Sacagawea



Sacagawea was born in 1788 to the chief of the Shoshone tribe in Idaho. At the age of 12, she was kidnapped by an enemy tribe, the Hidatsa Indians. She was then sold to a French-Canadian trapper who made her his wife.

She and her husband lived in what is now North Dakota. In 1804 Meriwether Lewis and William Clark arrived. They were exploring the western lands of the United States. They also hoped to find a path to the Pacific Ocean. They asked Sacagawea to join them so that she could translate their English words into the Shoshone language. She was the only woman on the team of explorers.

On the journey, Sacagawea had her first baby. Even though she had to carry her son on the expedition, she was very helpful to Lewis and Clark. She knew how to find plants that they could eat as food. One time she was on a boat that started to sink, but she saved supplies and important papers. Later she helped Lewis and Clark buy horses from a tribe that spoke her language.

Writing Prompt: What is your opinion of Sacagawea? What kind of person was she? Cite 3 pieces of evidence to support your opinion.

Brainstorm Ideas

Kind of Person?

Helpful and resourceful, good person, kind, nice, unselfish, **brave**, courageous, smart, she didn't give up, dependable, persistent, level headed, responsible, honest, selfless

Evidence to support? Got kidnapped, only woman on team, separated from her family, had a baby very young, saved supplies in a sinking boat, risked her life for the team, Worked hard to help strangers, carried her baby with her while helping, cared for other, married a stranger

Outline?

- R/A – Brave because at a young age, she endured hardships while helping strangers
- C/E Was kidnapped – married a stranger – scary
- C/E Only woman on the team
- C/E Helped others while risking her life
- S – In conclusion, Brave because at a young age, she endured hardships while helping strangers



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Writing Prompt: What is your opinion of Sacagawea? What kind of person was she? Cite 3 pieces of evidence to support your opinion.



Sum it up

Cite/Explain x 3

Restate/Answer



- C/E – Summarized & explained in own words x 3
- R/A and S connect
- Each reason cited is related to the point being made - that her actions showed that Sacagawea was brave.

R/A In my opinion, Sacagawea was a brave person.

C/E1 The author tells us that she was kidnapped by her tribe's enemies at age 12. That must have been scary. But she kept going.

This demonstrates that she was brave.

C/E2 According to the text, she handled many hardships at a young age. She was sold to a French-Canadian trapper who made her his wife at the age of 12. Six years later, she joined Lewis and Clark's expedition as the only woman in a team of explorers. She even had a baby on her journey. **This illustrate** the great courage she showed to handle so much difficulty at such a young age.

C/E3 Finally, the passage shows that she did many things to help Lewis and Clark during their dangerous journey. She found them food, saved their things from sinking on a boat, and helped them buy horses from Indians. **This supports the idea** that she was brave.

S For all these reasons, I believe Sacagawea was a courageous girl.



Watch Out for These Common Mistakes

- Choose your **Cite/Explain** points carefully. Focus each point you make. **Do not pad your essay by citing every possible reason** that is in the passage.
- If you use **exact wording** from the passage, be sure to put those words in **quotes**.
- Do not just restate the words in the passage. **Summarize** what it says in your own words.
- Use the Cite/**Explain** part to **show your own thinking**. Why does *that* piece of evidence prove your point? You must use your own words to explain your thinking; citing information in the passage isn't enough.
- **To indent or not to indent.** If the essay is long – more than 6 total sentences, then indent each of your 5 paragraphs instead of 1 big paragraph. One big paragraph can make it hard for the reader to distinguish the points you are making.





Student Short Response Question Checklist

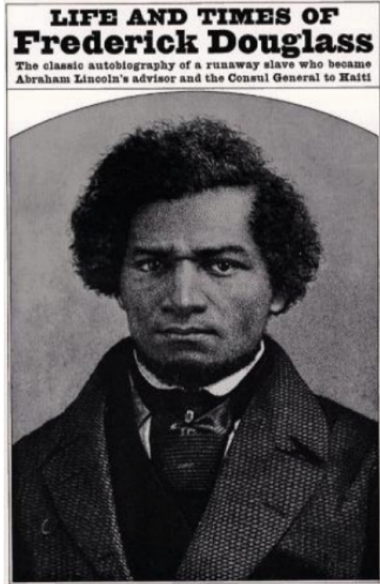
- I carefully read the question/prompt and made sure I understood what it was asking before writing my answer.
- R – I **RESTATED** the question
- A – I **ANSWERED** the question
- C – I included **TEXT DETAIL #1** to support my answer – “According to the passage...”
- E – I explained what **TEXT DETAIL #1** means – “This means...”
- C – I included **TEXT DETAIL #2** to support my answer – “For example...”
- E – I explained what **TEXT DETAIL #2** means – “This proves...”
- S - I ended with a **CONCLUDING SENTENCE** that referred back to the question/prompt – “In conclusion...”

- I proofread my response and made sure I followed the R.A.C.E.S. model
- I answered every part of the question that was asked
- I used sentence starters for citing text and explaining meaning
- I indented my paragraphs, checked spelling and capitalizations



Essay Questions – Direction Words Reference Sheet

- **Compare** – Look for qualities that resemble each other. Emphasize similarities, but you can mention differences.
- **Contrast** – Stress the differences between things, qualities, events or problems.
- **Criticize or Critique** – Express your judgment about the merits or truth of the factors mentioned. Show your analysis, discussing the limitations and good points.
- **Define** – Give clear, concise meanings.
- **Describe** – recount, characterize or relate the information in sequence in your own words.
- **Diagram** – Give a drawing, chart or graphic answer. Label it. Add brief explanation or description.
- **Discuss** – Analyze and give pros and cons for your reasoning.
- **Enumerate or List** – Write in list form, giving your points in brief numbered points.
- **Evaluate** – Appraise the problem, showing pros and cons. Emphasize judgment based on the evidence in passages or your own opinion, depending on the question.
- **Explain** – Clarify, interpret and spell out the material you present. Give reasons for different opinions or results using your own words.
- **Identify** – Answer the question by pointing to who or what responds to the query. Separate the individual or response from others that do not answer the question.
- **Illustrate** – Use a picture, diagram or chart to explain your answer.
- **Interpret** – Solve, translate, or comment upon the answer.
- **Justify** – Provide reasons for your conclusion.
- **Outline** – Organize your answer in outline format.
- **Prove** – Show that something is true by offering factual evidence in a clear and logical way.
- **Relate** – Show how things are connected to each other, how one causes another or is like another.
- **Review** – Examine a subject critically, analyzing and commenting on it.
- **Summarize** – Give the main points or facts condensed, omitting details.



**Adapted From:
Narrative of the Life of
Frederick Douglass, an
American Slave, by Frederick
Douglass**

My mother was named Harriet Bailey. She was the daughter of Isaac and Betsy Bailey, both colored, and quite dark.

My mother and I were separated when I was but an infant – before I ever knew her as my mother. It is a common custom, in the part of Maryland from which I ran away, to part children from their mothers at a very early age. Frequently, before the child has reached its twelfth month, its mother is taken away from it, and hired out on some farm a considerable distance off, and the child is placed under the care of an old woman, too old for field labor. For what this separation is done, I do not know, unless it be to hinder the development of the child's affection toward its mother, and to blunt and destroy the natural affection of the mother for the child. This is the inevitable result.

I never saw my mother, to know her as much, more than four or five times in my life; and each of these times was very short in duration, and at night. She was hired by a Mr. Stewart, who lived about twelve miles from my home. She made her journeys to see me in the night, traveling the whole distance on foot, after the performance of her day's work. She was a field hand and had to be in the field at sunrise.

I do not recollect of ever seeing my mother by the light of day. She was with me in the night. She would lie down with me, and get me to sleep, but long before I waked, she was gone. Very little communication ever took place between us. Death soon ended what little we could have while she lived, and with it her hardships and suffering. She died when I was about seven years old, on one of my master's farms, near Lee's Mill. I was not allowed to be present during her illness, at her death, or burial. She was gone long before I knew anything about it. Never having enjoyed, to any considerable extent, her soothing presence, her tender and watchful care, I received the tidings of her death with much the same emotions I should probably felt at the death of a stranger.

Writing Prompt: Discuss whether or not the narrator was close to his mother. Use at least two details from the passage to support your response. Follow the R.A.C.E.S. model.

1) Send your essay to

Karen@Testingmom.com

– Subject: My Essay

(Include your name and grade level)

This is optional! Write it by hand and take a picture, or type it! I will send you feedback, but be patient – it may take a while!

2) **Next Week:** More complex essays that use the R.A.C.E.S. model and cite evidence from an external source.



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